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ABSTRACT

This issue describes up-to-date management training programs that have been developed for librarians by various institutions and organizations. It covers institutional approaches to management training, programs at library schools, regional and national programs, and professional associations' roles. The institutional approaches are discussed in three subcategories: management seminars, in-house management training programs, and staff involvement processes. The recent application of simulation and game theory are mentioned as interesting innovations in training techniques. (CH)

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ASSOCIATION OF RESEARCH LIBRARIES • OFFICE OF UNIVERSITY LIBRARY MANAGEMENT STUDIES

REVIEW OF MANAGEMENT TRAINING ACTIVITIES IN ACADEMIC AND RESEARCH LIBRARIES

A wide range of staff skills and capabilities is needed to deal with the complex demands and constraints faced by modern research libraries. At the same time, staff expectations have risen to include not just the opportunity to learn on the job, but also the belief that employing institutions have the responsibility to offer incentives and assistance for a broader process of personal growth. While this responsibility has traditionally been fulfilled with simple on-the-job instruction by supervisors, there has been a definite movement towards more formal, comprehensive staff development programs. The intent of these programs is to maximize the efficiency of the organization while simultaneously assisting the personal development needs of individual staff members. The relationship that exists between these dual objectives must be recognized and understood within any staff development program if it is to be successful and enjoy the support of both staff and management.

While staff development and training programs can be designed for all levels of staff, they will fall within three broad categories: programs aimed at upgrading or securing technical and operating skills required by the library, such as systems analysis and typing; programs directed towards developing supervisory and management skills; and programs which are intended to develop and update subject or professional knowledge, such as tutorials in new reference materials or tuition assistance towards a second master's degree. This *Supplement* is concerned primarily with the second of these—the development of supervisory and management skills.

Three factors combine to make training programs in supervision and management particularly important: bugetary constraints which require effective utilization of human resources; changed staff attitudes that make sound supervisory practice a necessity rather than a luxury; and the fact that librarians' formal education frequently is inadequate in the area of management and supervision. An Office of Management Studies 1972 survey of fifty-two ARL libraries indicated a recent but growing interest in staff training programs. Thirty either had a formal program or elements of one; there was widespread recognition of the importance of such a program as an integral part of the library's activities and all expressed their recognition of the need for increased in-house training. The experience of these and other institutions indicates several broad questions which must be considered when investigating the need for a staff development and training program:

1. What kind of a staff development program is needed to be justifiable in a cost-benefit sense?
2. What kind of manpower planning is needed to ensure that a staff development program is closely tied to the needs of the library?
3. What are the implications of having a staff development program that results in training staff for advanced positions which do not become available?
4. What are the relative roles of individual motivation and organizational responsibility in the area of staff development?
5. What are the proper roles of local institutions, library schools, professional associations, and regional organizations in providing management training?

In the remainder of this *Supplement*, we will describe some management training programs that have been developed for librarians by various institutions and organizations. While not an exhaustive listing, it is our hope that their presentation here will be both informative and stimulative.

NOTE TO OUR READERS

The data for this Supplement is based on an Office of Management Studies survey, materials in the Systems and Procedures Exchange Center files, and a telephone survey carried out this month.

The ARL Management Supplement is issued periodically as part of a continuing effort to establish channels of communication and provide forums for discussion of matters regarding library management. Each issue is devoted to a central theme, and contains news of activities, programs, research studies, and on-going projects involving various aspects of library management.

The success of this publication is dependent upon the information made available to us. We hope our readers will share with us information regarding their activities and that the publication of this information will stimulate direct exchanges among those individuals working in the several areas described.

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INSTITUTIONAL APPROACHES TO MANAGEMENT TRAINING

Individual research libraries provide or support staff development and training in a variety of ways, including intern programs, tuition assistance, subsidies for travel to professional meetings, on-site visits, and time off without loss of pay for professional and educational programs. These kinds of activities, while important, will not be adequate for all institutions, since they tend to depend on individual incentive and may have little direct relevance to the specific staff requirements of the organization.

In addition, they tend to be so diverse that they support neither individual nor organizational development. In effect, staff participate in programs because the programs happen to be available, rather than because they provide the expertise and skills needed to fulfill career goals. Individual libraries have approached management development and training in a variety of ways. Three are discussed below: the support of individual staff members' attendance at library management seminars offered by business schools or library schools; the development of in-house training programs which utilize materials developed by management experts; and the development of staff abilities through active participation in the management process.

Management Seminars

Three examples of library management seminars are those offered regularly at Miami University, Ohio; Washington University, St. Louis; and the University of Maryland School of Library and Information Services.

The Miami program has been offered fifteen times in the last five years. The most recent program, "Executive Development Program for Library Administrators," lasted one week and covered the following topics: the nature and process of management; management by objectives; planning and decision-making; organizing for effective action; motivation through group dynamics and communication; managerial leadership, styles, and skills; and managerial challenges ahead. The program utilizes lecture sessions and small group case work. Information on future programs is available from Dr. Robert H. Myers, Director, Executive Development Program, School of Business Administration, Miami University, Oxford, Ohio 45056.

A similar program is scheduled for 28-30 October, 1973, at Washington University, St. Louis. Co-sponsored by the Graduate School of Business Administration and the School of Continuing Education, the seminar is entitled, "Management Concepts for Librarians," and covers such topics as creative problem-solving and decision-making, communication, planning, staff motivation, job enrichment programs, and management by objectives. Additional information is available from: The School of Continuing Education, Box 1099, Washington University, St. Louis, Missouri 63130.

The University of Maryland School of Library and Information Services has offered a "Library Administrator's Development Program" each summer since 1967. This two-week resident program assumes that an understanding of basic management concepts developed in business, public administration and the social sciences can advance the managerial abilities of library administrators. The principal areas covered in the program are: organization theory and organizational processes; the human dimensions of organizations; and managerial problems related to innovation and change. Additional information on the program is available from: Library Administrator's Development Program, School of Library and Information Services, University of Maryland, College Park, Maryland 20742.

In-House Management Training Programs

Advisory responsibility for staff development programs at the Columbia University Libraries rests with the Staff Development Committee which is charged with "advising the University Librarian for Personnel on evaluation procedures and developmental programs for all categories of library staff." The Committee has been active in determining staff development and training needs, evaluating programs, and assisting in the development and implementation of new programs. One such program utilizes core materials developed by the American Management Association. Entitled "How to Improve Individual Manager Performance," the program is organized into four sessions on: "The Concepts of Management;" "Management Organization and Position Descriptions;" "Standards of Performance for Managers;" and "Performance Appraisal for Managers." The sessions are built around a programmed text, augmented by supplementary readings and several illustrative films. Columbia has found the AMA materials to be useful, but has expended a great deal of effort in adapting the program to their specific needs.

Additional information on Columbia's staff development program is available from: Mr. Fred Duda, Assistant University Librarian for Personnel, Columbia University Libraries, New York, New York 10027; and Ms. Joyce D. Veenstra, Chairwoman, Staff Development Committee, Columbia University Libraries, New York, New York 10027.

The Cornell University Libraries recently completed a Council on Library Resources-funded project aimed at developing a long-range planning program. Working with an American Management Association program, the Libraries developed a planning process designed to respond to the needs and constraints unique to the Cornell Libraries. The important point here, though, is that the development of a planning team was inherently a management training process. Additional information on this program is available from Mr. David Sellers, Planning and Budget Officer, Cornell University Libraries, Ithaca, New York 14850. A descriptive evaluation of the project has been prepared by William E. McGrath. It is entitled, "Development of a Long-Range Strategic Plan for a University Library: The Cornell Experience: Chronicle and Evaluation of the First Year's Effort," and will soon be available from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014.

The UCLA Libraries utilize a strong training program which has been developed by the Training Division of the University Personnel Office. The Program includes seminars and instruction in performance appraisal, interviewing techniques, supervising the culturally different, leadership development for women, and pre-supervisory training. The programs utilize videotapes, films, large group presentations, and small group laboratories. For additional information contact: Mr. Anthony Greco, Assistant University Librarian for Personnel, UCLA, Los Angeles, California 90024.

The University of California, Berkeley Library, through its Staff Development Committee, has identified the development of effective communication techniques as a key area requiring staff attention. Current plans call for two three-day seminars at which a team of consultants will work with Berkeley staff in designing a modular seminar on communication which the Berkeley attendees can then present to the remainder of the library staff. In addition, the library is planning seminars on basic systems analysis. The programs are being supported with a special financial allocation from the University. While still in the planning stage, additional information on the program is available from Ms. Myra Kolitsch, Library Personnel Office, University of California, Berkeley, California 94720.

The University of Washington's Staff Development Committee arranged a series of seminars in management theory which included two day-long sessions, a two-day retreat, and four half-day sessions, all lead by a Professor from the University's School of Management. It is interesting to note that the program received financial support from the State Library. Further information about this program is available from John Mayeski, Acting Assistant Director of Libraries for Personnel and Budget, University of Washington Libraries, Seattle, Washington 98105.

Staff Involvement in Management Processes

At many institutions, management development is an implicit result of increased staff participation in management. This is often an informal, even unidentified, process, but there are examples of formalized programs, such as UCLA's Administrative Network and the Columbia Libraries' implementation and planning effort for the Booz, Allen & Hamilton study, which are aimed at increasing management capabilities through a wider utilization and involvement of staff.

In 1972 and 1973, the Case Western Reserve University Libraries held annual staff retreats directed towards group discussion of library issues. The 1972 retreat covered the subjects

of internal communication and personnel relations. In 1973, the retreat was entitled, "People and Productivity" and included discussion of group dynamics and job enrichment. The program included all professional staff and elected representatives of the support staff. The retreats lasted three days, were located away from the library, and were supported by the library budget. Further information about this program is available from Mr. James V. Jones, Director of University Libraries, Case Western Reserve University Libraries, Cleveland, Ohio 44106.

The Office of University Library Management Studies of the Association of Research Libraries has developed a Management Review and Analysis Program (MRAP) which is relevant to staff development in two ways. First, the program provides research libraries with guidelines for performing a study and evaluation of their management policies and procedures, thus providing a form of management training to the staff members who participate in the study. Second, one chapter of the program's manual is devoted to a review and analysis of the library's current staff development activities. This chapter discusses the need for staff development programs and presents management principles to be used in assessing the library's current development effort. In the three institutions which have completed the program (Purdue, Iowa State, and the University of Tennessee), and the six which will complete it this fall (Case Western Reserve, Boston University, Rutgers, University of Washington, University of Connecticut, and the Smithsonian Institution), staff development, specifically supervisory training, has emerged as an area for priority action. For further information, contact the ARL University Library Management Studies Office.

MANAGEMENT TRAINING PROGRAMS AT LIBRARY SCHOOLS

While virtually all library schools offer traditional courses in library administration and management as part of their regular Master's degree programs, there has been increased activity in developing special programs designed to train librarians as supervisors and managers. Much of this activity has been a regular part of the schools' continuing education program, usually in the form of summer courses and institutes. However, new programs at Simmons College and the University of Chicago represent departures from the usual and respond to the profession's increased need for management expertise and sophistication.

The School of Library Science at Simmons College began a new Doctor of Arts program this fall. The objective of the program is to provide intensive advanced preparation to experienced librarians for administrative and supervisory careers. The Doctor of Arts degree is achieved through completion of 36 semester hours of study and does not include a dissertation requirement. It will be possible to specialize in either public or academic library administration. Entrance requirements include a second Master's degree. Additional information is available from Thomas J. Galvin, Associate Director, Simmons College School of Library Science, Boston, Massachusetts 02115.

The University of Chicago now offers a joint program leading to the two degrees of Masters of Business Administration and Masters of Arts in Librarianship. Developed as a response to the increased need for management skills and understanding in libraries, the program reduces the time required to achieve both degrees. The basic rationale for the program--that libraries are complex institutions requiring a high level of management proficiency--is one more indication of the recognition of the importance of formal management training. For further information on this program, write: University of Chicago, Graduate Library School, 1100 East 57th Street, Chicago, Illinois 60637.

The Catholic University of America's Continuing Education Program in Library Science has been designed to meet the requirements of middle and top level library administrators. The project included a survey of practicing librarians' needs in continuing education, the results of which indicated that human relations in library administration was the greatest course need within the area of management. The program therefore developed a course in "Human Resources in the Library System" which utilized a wide range of educational materials and techniques. Another course developed in this Program is discussed later in this paper. Additional information is available from Dr. Elizabeth Stone, Dean, Catholic University of America, Department of Library Science, Washington, D.C. 20017.

REGIONAL AND NATIONAL PROGRAMS

While some major research institutions have the resources to design, develop, and implement comprehensive staff development programs, many libraries do not. As the complexities of providing staff development programs have become more obvious, there has been a trend towards developing regional and national programs. While this process is in its early stages, substantial advances have been made in developing cooperation and mutual commitment of resources within regions.

In December, 1972, the Western Council on Continuing Education for Library Personnel was organized by WICHE (Western Interstate Commission for Higher Education) to provide continuing education programs to libraries in the five charter member states (Alaska, Arizona, Montana, Nevada, and Washington). The responsibilities of the Council are: to identify the continuing education needs of library personnel in the participating states; to create or adapt continuing education programs and packages which can meet these needs; to deliver and evaluate these programs and packages; and to seek outside funding from the participating states. While the Council is developing programs for all levels of library personnel in all types of libraries, it has developed two of particular relevance to management: "A Dynamic Library Management" (a three-day seminar on management-by-objectives); and "Management-By-Objectives Problem Clinic" (a two-day clinic held three to five months later). Currently under development is a package on "Utilization of Library Manpower," which is being designed by the Graduate School of Librarianship at the University of Denver, and which will be available in videotape format. In addition, the Council's Director has consulted on programs at individual institutions, including those at the University of California, Berkeley and the University of Washington. Further information is available from Dr. Peter Hiatt, Director, Continuing Education Program for Library Personnel, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302.

A similar regional approach is being studied by the Southwestern Library Association which has recently completed a study: "Continuing Education for Librarians in the Southwest: A Survey and Recommendation." While the report is not yet available for distribution, the survey documents a strong interest in staff development and training and the recommendations emphasize the need for a coordinated multi-state effort aimed at developing and delivering training programs to all levels of staff in all types of libraries. Additional information on this study is available from: Ms. Allie Beth Martin, Project Director, Continuing Education in Libraries in the Southwest, Tulsa City-County Library, 400 Civic Center, Tulsa, Oklahoma 74103.

The development of regional programs has stimulated the movement towards a national program of continuing education. Additional impetus has been added by the National Commission on Libraries and Information Science which was impressed by the frequent expressions of concern for continuing education expressed at its regional hearings. NCLIS has responded by awarding a contract to the Library Science Department at Catholic University to survey existing programs and needs and develop recommendations for a nationwide continuing education network. The project is under the direction of Dr. Elizabeth Stone, Dean, Department of Library Science, The Catholic University of America, Washington, D.C. 20017.

PROFESSIONAL ASSOCIATIONS' ROLES

The national library associations have long recognized the profession's need for continuing education. The Medical Library Association, through its Committee on Continuing Education has developed a series of one-day seminars for practicing health science librarians. Included among the courses currently available is one entitled, "Human Factors in Medical Library Administration," which has been presented to over five hundred librarians since 1966. It is offered regionally throughout the year as well as in conjunction with the association's annual meeting. In addition, the MLA has recently received a two-year grant from the National Library of Medicine to assess the national needs for continuing education at all levels of health science librarianship. As part of this project, a clearinghouse of information on existing training programs and activities will be developed. For additional information on the MLA's programs in this area, contact

Julie A. Virgo, Director of Medical Library Education, Medical Library Association, Inc., 919 North Michigan Avenue, Chicago, Illinois 60611.

A number of other programs have been developed on local, regional, and national levels. The American Library Association's pre-conferences have often been devoted to topics related to the management of libraries, have included presentation by national authorities and have provided substantial opportunity for group interaction and sharing of experiences. The Special Library Association has been particularly active on the local chapter level, and in 1972, sponsored a pre-conference on man-

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The Association of Research Libraries' semi-annual meetings have been topic-oriented and directed towards top management. The following elements of the May, 1973 meeting clearly reflect this orientation: "Changing Technology: Machine-Readable Data Bases;" "Effecting Change in the Management of Libraries;" and "The Changing Role of the University Library Director." In addition, ARL's Office of University Library Management Studies provides management training through many of its programs, including: the Management Review and Analysis Program; the Systems and Procedures Exchange Center (SPEC), which provides information on management topics to member institutions; seminars and workshops with member institutions' planning and budget officers; its work with the recipient of a Council on Library Resources Fellowship; and its publications program. For further information contact the ARL Office of Management Studies.

INNOVATIVE TRAINING TECHNIQUES

Most management training programs rely on traditional delivery modes, such as lectures, seminars, and films. However, the area of library management lends itself to some of the more innovative educational techniques and there have been interesting applications of simulation and game theory in the field.

Mary Jane K. Zachert has designed a simulation model for the study of a special library. Developed as a part of the Catholic University of America's Continuing Education Project in Library Science, the program materials include: a federal library model which presents in detail the background information about the hypothetical governmental library which is the context for the simulation exercises; a participant's resource log which presents to the student the simulation model, the situational context, and supplementary hypothetical documents; and a director's guide, which presents the materials needed to teach the course, "Administration of a Federal Special Library." The course is designed to allow the students to personally experience typical library management problems. The two basic techniques used are: role playing, in which individuals assume the roles of the people involved in a problem and spontaneously deal with the problem; and in-basket exercises, in which students are given incoming correspondence, memos, phone messages, and other documents for which they decide how and when to respond. Further information on this Office of Education-funded project is available from Dr. Mary Jane K. Zachert, Associate Professor, Florida State University, Tallahassee, Florida 32306.

The Library Research Unit at the University of Lancaster, England, has experimented with a program of library management games which utilizes case studies, role-playing, in-basket exercises, the incident process (which requires participants in case studies to assess information requirements for problem resolution), and simulation exercises. The Lancaster experiments have been directed toward use of these techniques with library school students and the developers recommend their use only as part of library education. However, the techniques used have potential for application in management development and training programs. Additional information on the project is in Brophy, P., et al., "A Library Management Game: A Report on a Research Project," *University of Lancaster Library Occasional Papers*, No. 7 (1972), available from: Librarian, University of Lancaster, University Library, Bailrigg, Lancaster, England.

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